

|                   | 1978                      | 1982                      | 1986                      | 1990                      | 1992                      | 1994                     | 1996                     | 1999                       |
|-------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|----------------------------|
| -- Total --       | 100 (****)<br>264 ( 1.1)c | 100 (****)<br>269 ( 1.1)c | 100 (****)<br>269 ( 1.2)c | 100 (****)<br>270 ( 0.9)c | 100 (****)<br>273 ( 0.9)c | 100 (****)<br>274 ( 1.0) | 100 (****)<br>274 ( 0.8) | 100 (****)<br>276 ( 0.8) L |
| Gender            |                           |                           |                           |                           |                           |                          |                          |                            |
| Male              | 50 ( 0.5)<br>264 ( 1.3)c  | 50 ( 0.4)<br>269 ( 1.4)c  | 50 ( 0.9)<br>270 ( 1.1)c  | 50 ( 0.6)<br>271 ( 1.2)c  | 50 ( 0.8)<br>274 ( 1.1)c  | 49 ( 0.8)<br>276 ( 1.3)  | 48 ( 0.8)<br>276 ( 0.9)  | 50 ( 0.7)<br>277 ( 0.9) L  |
| Female            | 50 ( 0.5)<br>265 ( 1.1)c  | 50 ( 0.4)<br>268 ( 1.1)c  | 50 ( 0.9)<br>268 ( 1.5)c  | 50 ( 0.6)<br>270 ( 0.9)c  | 50 ( 0.8)<br>272 ( 1.0)   | 51 ( 0.8)<br>273 ( 1.0)  | 52 ( 0.8)<br>272 ( 1.0)  | 50 ( 0.7)<br>274 ( 1.1) L  |
| Race/Ethnicity    |                           |                           |                           |                           |                           |                          |                          |                            |
| White             | 80 ( 1.7)c<br>272 ( 0.8)c | 79 ( 2.1)c<br>274 ( 1.0)c | 77 ( 1.0)c<br>274 ( 1.3)c | 73 ( 0.7)c<br>276 ( 1.1)c | 74 ( 0.5)c<br>279 ( 0.9)c | 73 ( 0.5)<br>281 ( 0.9)  | 71 ( 0.6)<br>281 ( 0.9)  | 71 ( 0.6)<br>283 ( 0.8) L  |
| Black             | 13 ( 1.5)<br>230 ( 1.9)c  | 14 ( 1.8)<br>240 ( 1.6)c  | 14 ( 0.9)<br>249 ( 2.3)   | 16 ( 0.3)<br>249 ( 2.3)   | 16 ( 0.3)<br>250 ( 1.9)   | 15 ( 0.3)<br>252 ( 3.5)  | 15 ( 0.4)<br>252 ( 1.3)  | 15 ( 0.5)<br>251 ( 2.6) Lq |
| Hispanic          | 6 ( 0.9)c<br>238 ( 2.0)c  | 5 ( 1.2)c<br>252 ( 1.7)c  | 7 ( 1.1)c<br>254 ( 2.9)   | 7 ( 0.5)c<br>255 ( 1.8)   | 7 ( 0.5)c<br>259 ( 1.8)   | 8 ( 0.4)c<br>256 ( 1.9)  | 9 ( 0.7)<br>256 ( 1.6)   | 10 ( 0.6)<br>259 ( 1.7) Lq |
| Other             | 1 ( 0.2)c<br>273 ( 3.5)c  | 2 ( 0.5)c<br>275 ( 4.1)   | 2 ( 0.3)c<br>283 ( 3.4)   | 4 ( 0.8)<br>274 ( 7.2)    | 3 ( 0.3)<br>282 ( 2.3)    | 4 ( 0.2)<br>284 ( 3.0)   | 4 ( 0.9)<br>280 ( 3.9)   | 4 ( 0.2)<br>283 ( 3.0) L   |
| Grade             |                           |                           |                           |                           |                           |                          |                          |                            |
| Below modal grade | 27 ( 1.1)c<br>240 ( 1.4)c | 28 ( 1.4)c<br>247 ( 1.4)c | 33 ( 2.1)c<br>251 ( 1.1)c | 36 ( 1.3)<br>253 ( 1.0)c  | 37 ( 1.1)<br>258 ( 1.3)c  | 38 ( 1.3)<br>259 ( 1.2)c | 36 ( 1.5)<br>263 ( 1.2)  | 39 ( 1.4)<br>265 ( 1.5) L  |
| At modal grade    | 70 ( 1.1)c<br>274 ( 1.1)c | 70 ( 1.4)c<br>277 ( 0.9)c | 67 ( 2.1)c<br>278 ( 1.0)c | 63 ( 1.4)<br>280 ( 0.9)   | 62 ( 1.0)<br>282 ( 0.9)   | 62 ( 1.3)<br>283 ( 1.0)  | 63 ( 1.5)<br>280 ( 0.9)  | 61 ( 1.4)<br>283 ( 0.9) L  |
| Above modal grade | 1 ( 0.2)<br>298 ( 9.1)    | 1 ( 0.5)<br>304 ( 6.3)    | 0 ( 0.1)<br>**** (****)   | 1 ( 0.2)<br>**** (****)   | 0 ( 0.1)<br>**** (****)   | 1 (****)<br>**** (****)  | 1 ( 0.3)<br>**** (****)  | 0 (****)<br>**** (****) NA |

c This value is significantly different from the value for 1999 at about the 95 percent certainty level.

L/q indicates a significant positive (L) or negative (q) linear trend; Q/q indicates a positive (Q) or negative (q) quadratic trend; NA means trends were not tested because there were fewer than five trend points with sufficient sample size to estimate the statistics and their standard errors.

(\*\*\*\*) Standard error estimates cannot be accurately determined.

\*\*\*\*(\*\*\*\*) Sample size is insufficient to permit a reliable estimate.

|                                 | 1978                      | 1982                      | 1986                      | 1990                      | 1992                     | 1994                     | 1996                     | 1999                       |
|---------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|--------------------------|----------------------------|
| <b>Region</b>                   |                           |                           |                           |                           |                          |                          |                          |                            |
| Northeast                       | 22 ( 2.2)<br>273 ( 2.4)   | 24 ( 2.5)<br>277 ( 2.0)   | 22 ( 1.6)<br>277 ( 2.2)   | 24 ( 1.0)<br>275 ( 2.3)   | 21 ( 0.8)<br>274 ( 2.2)  | 20 ( 0.9)<br>284 ( 1.5)  | 22 ( 2.0)<br>275 ( 2.1)  | 21 ( 2.0)<br>279 ( 2.7)    |
| Southeast                       | 23 ( 2.0)<br>253 ( 3.3)c  | 22 ( 2.2)<br>258 ( 2.2)c  | 25 ( 5.8)<br>263 ( 1.4)c  | 23 ( 0.8)<br>266 ( 1.9)   | 24 ( 1.6)<br>271 ( 2.5)  | 22 ( 1.7)<br>269 ( 2.0)  | 25 ( 2.6)<br>270 ( 1.8)  | 21 ( 2.4)<br>270 ( 2.3) L  |
| Central                         | 31 ( 1.8)<br>269 ( 1.8)c  | 27 ( 3.4)<br>273 ( 2.1)   | 25 ( 5.0)<br>266 ( 4.5)   | 24 ( 0.7)c<br>272 ( 2.4)  | 27 ( 1.0)<br>275 ( 1.5)  | 27 ( 1.8)<br>275 ( 3.4)  | 23 ( 1.0)c<br>280 ( 1.3) | 28 ( 1.6)<br>278 ( 1.8) L  |
| West                            | 24 ( 2.2)c<br>260 ( 1.9)c | 27 ( 2.3)<br>266 ( 2.4)c  | 28 ( 1.5)<br>270 ( 2.1)c  | 29 ( 0.9)<br>269 ( 1.6)c  | 29 ( 0.9)<br>272 ( 1.4)  | 31 ( 1.1)<br>271 ( 1.7)c | 30 ( 1.9)<br>273 ( 1.9)  | 30 ( 1.8)<br>276 ( 1.4) L  |
| <b>Type of Location</b>         |                           |                           |                           |                           |                          |                          |                          |                            |
| Central city                    | -----<br>-----            | -----<br>-----            | -----<br>-----            | -----<br>-----            | -----<br>-----           | 32 ( 2.5)<br>267 ( 2.1)  | 36 ( 3.8)<br>267 ( 1.9)  | 32 ( 2.3)<br>271 ( 1.8) NA |
| Urban fringe/lrg town           | -----<br>-----            | -----<br>-----            | -----<br>-----            | -----<br>-----            | -----<br>-----           | 42 ( 3.9)<br>280 ( 1.6)  | 36 ( 3.6)<br>278 ( 1.7)  | 44 ( 3.1)<br>281 ( 1.3) NA |
| Rural/small town                | -----<br>-----            | -----<br>-----            | -----<br>-----            | -----<br>-----            | -----<br>-----           | 26 ( 4.3)<br>275 ( 1.7)  | 28 ( 3.8)<br>278 ( 1.8)c | 24 ( 2.6)<br>273 ( 1.7) NA |
| <b>Parents' Education Level</b> |                           |                           |                           |                           |                          |                          |                          |                            |
| Less than H.S.                  | 12 ( 0.6)c<br>245 ( 1.2)c | 11 ( 0.6)c<br>251 ( 1.4)  | 8 ( 1.1)<br>252 ( 2.3)    | 8 ( 0.5)c<br>253 ( 1.8)   | 6 ( 0.5)<br>256 ( 1.0)   | 6 ( 0.4)<br>255 ( 2.1)   | 6 ( 0.4)<br>254 ( 2.4)   | 6 ( 0.4)<br>256 ( 2.8) L   |
| Graduated H.S.                  | 33 ( 0.8)c<br>263 ( 1.0)  | 34 ( 0.8)c<br>263 ( 0.8)  | 31 ( 1.3)c<br>263 ( 1.2)  | 27 ( 0.8)c<br>263 ( 1.2)  | 23 ( 0.9)<br>263 ( 1.2)  | 23 ( 0.9)<br>266 ( 1.1)  | 23 ( 1.0)<br>267 ( 1.1)  | 21 ( 0.9)<br>264 ( 1.1) L  |
| Some educ after H.S.            | 14 ( 0.4)c<br>273 ( 1.2)c | 14 ( 0.4)c<br>275 ( 0.9)c | 16 ( 0.6)<br>274 ( 0.8)c  | 17 ( 0.6)<br>277 ( 1.0)   | 18 ( 0.7)<br>278 ( 1.0)  | 17 ( 0.6)<br>277 ( 1.6)  | 17 ( 0.5)<br>277 ( 1.4)  | 17 ( 0.6)<br>279 ( 0.9) L  |
| Graduated college               | 26 ( 1.2)c<br>284 ( 1.2)  | 32 ( 1.3)c<br>282 ( 1.5)  | 38 ( 2.0)c<br>280 ( 1.4)c | 41 ( 1.2)c<br>280 ( 1.0)c | 44 ( 1.3)<br>283 ( 1.0)c | 46 ( 1.3)<br>285 ( 1.2)  | 45 ( 1.6)<br>283 ( 1.2)  | 48 ( 1.4)<br>286 ( 1.0) Q  |
| Unknown                         | 15 ( 0.9)c<br>240 ( 1.3)c | 9 ( 0.8)<br>252 ( 3.2)    | 8 ( 0.4)<br>247 ( 2.3)c   | 8 ( 0.5)<br>248 ( 2.1)c   | 8 ( 0.4)<br>253 ( 1.8)   | 8 ( 0.5)<br>252 ( 2.4)   | 10 ( 0.6)<br>259 ( 1.4)  | 9 ( 0.5)<br>258 ( 2.2) L   |

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 and their standard errors.

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-----(---) Data are unavailable for this assessment year.

|                             | 1978                     | 1982                      | 1986                      | 1990                      | 1992                      | 1994                     | 1996                     | 1999                       |
|-----------------------------|--------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|----------------------------|
| Type of School              |                          |                           |                           |                           |                           |                          |                          |                            |
| Public                      | 91 ( 1.6)<br>263 ( 1.2)c | 89 ( 1.3)<br>267 ( 1.3)c  | 96 ( 1.8)c<br>269 ( 1.2)c | 90 ( 1.4)<br>269 ( 1.0)c  | 88 ( 1.9)<br>272 ( 1.0)   | 88 ( 1.7)<br>273 ( 1.1)  | 89 ( 1.8)<br>273 ( 0.9)  | 88 ( 2.2)<br>274 ( 1.2) L  |
| Nonpublic                   | 9 ( 1.6)<br>279 ( 1.4)c  | 11 ( 1.3)<br>281 ( 2.1)c  | 4 ( 1.8)c<br>276 ( 4.9)c  | 10 ( 1.4)<br>280 ( 1.7)c  | 12 ( 1.9)<br>283 ( 2.5)   | 12 ( 1.7)<br>285 ( 2.4)  | 11 ( 1.8)<br>286 ( 3.6)  | 12 ( 2.2)<br>288 ( 2.6) L  |
| Quartiles                   |                          |                           |                           |                           |                           |                          |                          |                            |
| Upper                       | 25 ( 1.1)<br>305 ( 0.6)c | 25 ( 1.1)<br>306 ( 0.7)c  | 25 ( 1.4)<br>306 ( 0.7)c  | 25 ( 1.1)<br>306 ( 0.6)c  | 25 ( 1.1)<br>309 ( 0.6)c  | 25 ( 1.1)<br>312 ( 0.9)c | 25 ( 1.3)<br>311 ( 1.0)c | 25 ( 0.9)<br>314 ( 0.7) LQ |
| Middle two                  | 50 ( 0.7)<br>265 ( 0.4)c | 50 ( 0.7)<br>269 ( 0.3)c  | 50 ( 0.9)<br>269 ( 0.5)c  | 50 ( 0.9)<br>271 ( 0.4)c  | 50 ( 0.8)<br>274 ( 0.4)c  | 50 ( 0.9)<br>275 ( 0.5)  | 50 ( 1.0)<br>275 ( 0.5)c | 50 ( 1.0)<br>276 ( 0.4) L  |
| Lower                       | 25 ( 1.1)<br>221 ( 0.7)c | 25 ( 1.3)<br>230 ( 0.8)c  | 25 ( 1.2)<br>233 ( 0.7)c  | 25 ( 1.0)<br>234 ( 0.8)c  | 25 ( 0.9)<br>236 ( 1.2)   | 25 ( 1.0)<br>236 ( 1.0)  | 25 ( 0.9)<br>237 ( 0.5)  | 25 ( 1.1)<br>237 ( 1.3) Lq |
| Television Watched Each Day |                          |                           |                           |                           |                           |                          |                          |                            |
| 0-2 hours                   | ----(----)<br>----(----) | 45 ( 0.8)c<br>273 ( 1.2)c | 25 ( 1.2)c<br>276 ( 1.8)c | 31 ( 0.9)c<br>277 ( 1.2)c | 37 ( 1.1)c<br>280 ( 1.1)c | 38 ( 1.3)<br>282 ( 1.3)  | 39 ( 1.2)<br>281 ( 1.4)  | 41 ( 1.0)<br>283 ( 1.1) L  |
| 3-5 hours                   | ----(----)<br>----(----) | 39 ( 0.4)c<br>269 ( 1.1)c | 54 ( 1.4)c<br>271 ( 1.1)  | 52 ( 0.7)c<br>271 ( 0.9)c | 51 ( 1.0)c<br>273 ( 1.0)  | 48 ( 1.1)<br>274 ( 1.0)  | 48 ( 0.9)<br>273 ( 0.9)  | 47 ( 0.8)<br>274 ( 1.0) L  |
| 6 hours or more             | ----(----)<br>----(----) | 16 ( 0.8)c<br>256 ( 1.8)  | 20 ( 1.5)c<br>255 ( 1.2)  | 16 ( 0.7)c<br>258 ( 1.4)  | 13 ( 0.6)<br>255 ( 1.8)   | 13 ( 0.6)<br>257 ( 2.4)  | 13 ( 0.6)<br>258 ( 1.5)  | 12 ( 0.6)<br>260 ( 1.9)    |
| Language Other Than English |                          |                           |                           |                           |                           |                          |                          |                            |
| Often                       | ----(----)<br>----(----) | 8 ( 0.7)c<br>259 ( 2.0)   | 7 ( 0.6)c<br>256 ( 2.9)c  | 8 ( 0.5)c<br>259 ( 2.2)   | 8 ( 0.6)c<br>261 ( 1.9)   | 9 ( 0.5)c<br>260 ( 1.6)  | 10 ( 0.7)<br>259 ( 1.8)  | 10 ( 0.5)<br>264 ( 1.9) L  |
| Sometimes                   | ----(----)<br>----(----) | 29 ( 0.7)c<br>271 ( 1.3)c | 24 ( 1.0)<br>276 ( 1.5)c  | 24 ( 0.9)<br>277 ( 1.5)c  | 24 ( 0.9)<br>278 ( 1.2)   | 24 ( 0.8)<br>279 ( 1.4)  | 23 ( 0.8)<br>278 ( 1.6)  | 23 ( 1.0)<br>281 ( 1.2) L  |
| Never                       | ----(----)<br>----(----) | 63 ( 1.1)<br>269 ( 1.1)c  | 69 ( 1.3)<br>268 ( 1.2)c  | 67 ( 0.9)<br>269 ( 0.9)c  | 68 ( 0.9)<br>273 ( 1.0)c  | 67 ( 0.8)<br>275 ( 1.1)  | 67 ( 1.0)<br>275 ( 0.9)  | 66 ( 1.1)<br>276 ( 1.1) L  |

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|   | 1978                      | 1982                      | 1986                      | 1990                      | 1992                     | 1994                    | 1996                    | 1999                       |
|---|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|-------------------------|-------------------------|----------------------------|
| <b>Items in the Home</b>                      |                           |                           |                           |                           |                          |                         |                         |                            |
| 0-2 items                                     | 17 ( 0.7)c<br>240 ( 1.3)c | 23 ( 1.0)c<br>250 ( 1.2)c | 21 ( 1.2)c<br>253 ( 1.5)c | 20 ( 0.8)<br>255 ( 1.4)   | 19 ( 0.8)<br>256 ( 1.4)  | 21 ( 0.9)<br>257 ( 1.6) | 20 ( 1.0)<br>256 ( 1.2) | 20 ( 0.7)<br>258 ( 1.8) Lq |
| 3 items                                       | 27 ( 0.6)c<br>260 ( 1.2)c | 30 ( 0.5)<br>267 ( 1.2)c  | 30 ( 0.9)<br>266 ( 1.3)c  | 30 ( 0.7)<br>268 ( 1.2)c  | 30 ( 0.6)<br>271 ( 1.1)  | 30 ( 0.7)<br>273 ( 1.1) | 30 ( 0.7)<br>271 ( 1.0) | 30 ( 0.7)<br>273 ( 1.2) L  |
| 4 items                                       | 55 ( 1.1)c<br>275 ( 0.9)c | 47 ( 1.0)<br>279 ( 0.9)c  | 50 ( 1.1)<br>277 ( 1.1)c  | 50 ( 0.9)<br>278 ( 0.9)c  | 51 ( 0.9)<br>280 ( 1.0)c | 49 ( 1.2)<br>283 ( 1.0) | 50 ( 1.1)<br>284 ( 1.0) | 50 ( 1.1)<br>285 ( 0.8) L  |
| <b>Rules Concerning Television Viewing</b>    |                           |                           |                           |                           |                          |                         |                         |                            |
| Have rules                                    | -----(-)<br>-----(-)      | -----(-)<br>-----(-)      | 26 ( 1.2)<br>270 ( 1.6)c  | 26 ( 0.7)<br>271 ( 1.3)c  | 27 ( 0.8)<br>274 ( 1.3)  | 27 ( 0.9)<br>275 ( 1.5) | 27 ( 1.0)<br>275 ( 1.3) | 28 ( 1.0)<br>277 ( 1.1) L  |
| Do not have rules                             | -----(-)<br>-----(-)      | -----(-)<br>-----(-)      | 74 ( 1.2)<br>269 ( 1.1)c  | 74 ( 0.7)<br>270 ( 0.9)c  | 73 ( 0.8)<br>273 ( 0.9)c | 73 ( 0.9)<br>274 ( 1.0) | 73 ( 1.0)<br>274 ( 0.9) | 72 ( 1.0)<br>276 ( 0.9) L  |
| <b>How Often Family Asks About Schoolwork</b> |                           |                           |                           |                           |                          |                         |                         |                            |
| Almost every day                              | -----(-)<br>-----(-)      | -----(-)<br>-----(-)      | 76 ( 0.7)c<br>269 ( 1.2)c | 79 ( 0.5)c<br>271 ( 0.8)c | 80 ( 0.7)<br>273 ( 1.0)c | 80 ( 0.9)<br>275 ( 1.1) | 80 ( 0.8)<br>275 ( 1.0) | 82 ( 0.6)<br>277 ( 0.9) L  |
| About once a week                             | -----(-)<br>-----(-)      | -----(-)<br>-----(-)      | 14 ( 0.7)c<br>272 ( 1.6)c | 12 ( 0.4)<br>271 ( 1.6)c  | 11 ( 0.5)<br>275 ( 1.0)  | 11 ( 0.6)<br>276 ( 1.2) | 12 ( 0.5)<br>275 ( 1.7) | 11 ( 0.5)<br>277 ( 1.5) L  |
| About once a month                            | -----(-)<br>-----(-)      | -----(-)<br>-----(-)      | 2 ( 0.2)<br>264 ( 4.4)    | 2 ( 0.2)<br>270 ( 3.1)    | 2 ( 0.3)<br>275 ( 3.5)   | 2 ( 0.2)<br>270 ( 3.4)  | 2 ( 0.2)<br>278 ( 3.9)  | 2 ( 0.2)<br>274 ( 4.6)     |
| Hardly ever/never                             | -----(-)<br>-----(-)      | -----(-)<br>-----(-)      | 8 ( 0.5)c<br>266 ( 2.5)   | 7 ( 0.4)c<br>264 ( 2.1)   | 6 ( 0.3)<br>268 ( 1.8)   | 7 ( 0.4)<br>269 ( 2.3)  | 6 ( 0.3)<br>267 ( 2.2)  | 6 ( 0.3)<br>270 ( 2.2)     |
| <b>How Many Parents Live at Home</b>          |                           |                           |                           |                           |                          |                         |                         |                            |
| 2 parents at home                             | -----(-)<br>-----(-)      | -----(-)<br>-----(-)      | 79 ( 1.1)<br>275 ( 1.1)c  | 80 ( 0.7)c<br>275 ( 0.9)c | 77 ( 0.7)<br>278 ( 0.9)c | 78 ( 1.0)<br>280 ( 0.9) | 77 ( 0.9)<br>279 ( 1.0) | 77 ( 0.8)<br>282 ( 0.8) L  |
| 1 parent at home                              | -----(-)<br>-----(-)      | -----(-)<br>-----(-)      | 19 ( 1.2)<br>265 ( 1.8)   | 18 ( 0.6)c<br>266 ( 1.3)  | 20 ( 0.7)<br>266 ( 1.3)  | 19 ( 0.9)<br>267 ( 1.7) | 21 ( 0.9)<br>268 ( 1.1) | 20 ( 0.7)<br>269 ( 1.5)    |
| Neither parent home                           | -----(-)<br>-----(-)      | -----(-)<br>-----(-)      | 3 ( 0.2)<br>255 ( 3.4)    | 2 ( 0.2)<br>252 ( 3.5)    | 3 ( 0.2)<br>255 ( 3.5)   | 3 ( 0.3)<br>254 ( 4.5)  | 3 ( 0.2)<br>258 ( 2.8)  | 3 ( 0.3)<br>256 ( 3.0)     |

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|                                     | 1978         | 1982         | 1986        | 1990        | 1992        | 1994        | 1996        | 1999           |
|-------------------------------------|--------------|--------------|-------------|-------------|-------------|-------------|-------------|----------------|
| <b>Time Spent on Homework</b>       |              |              |             |             |             |             |             |                |
| None was assigned                   | -----(- - -) | 27 ( 1.1)c   | 4 ( 0.7)    | 5 ( 0.4)    | 5 ( 0.5)    | 6 ( 0.8)    | 5 ( 0.6)    | 5 ( 0.7)       |
|                                     | -----(- - -) | 262 ( 1.3)   | 257 ( 2.6)  | 259 ( 2.7)  | 263 ( 2.1)  | 264 ( 3.7)  | 262 ( 3.4)  | 261 ( 3.7)     |
| Did not do it                       | -----(- - -) | 6 ( 0.3)c    | 3 ( 0.4)    | 4 ( 0.2)    | 3 ( 0.3)    | 4 ( 0.3)    | 4 ( 0.4)    | 4 ( 0.3)       |
|                                     | -----(- - -) | 269 ( 2.4)   | 262 ( 3.0)  | 262 ( 1.9)  | 260 ( 3.6)  | 260 ( 2.6)  | 264 ( 2.4)  | 264 ( 3.3) Q   |
| Less than 1 hour                    | -----(- - -) | 27 ( 0.5)c   | 19 ( 0.9)   | 20 ( 0.6)   | 20 ( 0.9)   | 19 ( 0.7)   | 22 ( 0.8)   | 20 ( 0.8)      |
|                                     | -----(- - -) | 272 ( 1.3)   | 266 ( 1.6)c | 269 ( 1.4)c | 269 ( 1.5)  | 272 ( 2.0)  | 272 ( 1.1)  | 272 ( 1.0) LQ  |
| 1 to 2 hours                        | -----(- - -) | 28 ( 0.8)c   | 64 ( 1.4)   | 61 ( 0.7)   | 63 ( 1.0)   | 60 ( 1.2)   | 61 ( 1.0)   | 63 ( 1.2)      |
|                                     | -----(- - -) | 273 ( 1.2)c  | 271 ( 1.1)c | 273 ( 0.9)c | 276 ( 0.8)c | 278 ( 1.0)  | 277 ( 1.1)  | 279 ( 0.9) L   |
| More than 2 hours                   | -----(- - -) | 11 ( 0.5)c   | 10 ( 0.7)   | 10 ( 0.4)   | 10 ( 0.5)   | 10 ( 0.7)   | 8 ( 0.5)    | 9 ( 0.6)       |
|                                     | -----(- - -) | 270 ( 2.4)   | 269 ( 2.6)c | 266 ( 1.9)c | 271 ( 2.1)  | 275 ( 1.7)  | 274 ( 2.4)  | 276 ( 2.3) L   |
| <b>Kind of Math Class This Year</b> |              |              |             |             |             |             |             |                |
| I am not taking math                | -----(- - -) | -----(- - -) | 0 ( 0.1)    | 0 ( 0.1)    | 0 ( 0.1)    | 0 ( 0.1)    | 0 ( 0.1)    | 1 ( 0.4)       |
|                                     | -----(- - -) | -----(- - -) | **** (****) | **** (****) | **** (****) | **** (****) | **** (****) | **** (****) NA |
| Regular math                        | -----(- - -) | -----(- - -) | 61 ( 3.0)c  | 57 ( 1.7)c  | 51 ( 1.6)c  | 43 ( 1.7)c  | 39 ( 2.3)   | 37 ( 1.6)      |
|                                     | -----(- - -) | -----(- - -) | 261 ( 0.9)c | 262 ( 0.8)c | 264 ( 1.0)  | 265 ( 1.0)  | 263 ( 1.2)  | 266 ( 1.1) L   |
| Pre-algebra                         | -----(- - -) | -----(- - -) | 19 ( 1.8)c  | 23 ( 1.3)c  | 27 ( 1.3)c  | 32 ( 1.5)   | 35 ( 2.0)   | 34 ( 1.6)      |
|                                     | -----(- - -) | -----(- - -) | 280 ( 1.2)  | 281 ( 1.1)  | 280 ( 0.9)  | 279 ( 1.2)  | 277 ( 1.0)  | 280 ( 1.1)     |
| Algebra                             | -----(- - -) | -----(- - -) | 16 ( 2.0)c  | 15 ( 1.0)c  | 17 ( 1.1)c  | 20 ( 1.3)   | 20 ( 1.0)   | 22 ( 1.1)      |
|                                     | -----(- - -) | -----(- - -) | 299 ( 1.6)c | 296 ( 1.3)  | 298 ( 1.4)c | 294 ( 1.6)  | 295 ( 1.4)  | 293 ( 1.6) 1   |
| Other                               | -----(- - -) | -----(- - -) | 5 ( 0.5)c   | 5 ( 0.5)    | 5 ( 0.4)c   | 4 ( 0.4)c   | 4 ( 0.6)c   | 6 ( 0.5)       |
|                                     | -----(- - -) | -----(- - -) | 262 ( 3.8)c | 262 ( 3.7)c | 266 ( 3.5)c | 274 ( 3.9)  | 275 ( 5.2)  | 277 ( 2.8) L   |

c This value is significantly different from the value for 1999 at about the 95 percent certainty level.

L/1 indicates a significant positive (L) or negative (1) linear trend; Q/q indicates a positive (Q) or negative (q) quadratic trend; NA means trends were not tested because there were fewer than five trend points with sufficient sample size to estimate the statistics and their standard errors.

(\*\*\*\*) Standard error estimates cannot be accurately determined.

\*\*\*\*(\*\*\*\*) Sample size is insufficient to permit a reliable estimate.

-----(- - -) Data are unavailable for this assessment year.

|   | 1978         | 1982         | 1986        | 1990        | 1992        | 1994       | 1996       | 1999          |
|---|--------------|--------------|-------------|-------------|-------------|------------|------------|---------------|
| <b>Days Absent from School Last Month</b>                 |              |              |             |             |             |            |            |               |
| None  | -----(- - -) | -----(- - -) | 47 ( 1.0)   | 49 ( 1.0)   | 49 ( 1.4)   | 48 ( 1.3)  | 47 ( 0.8)  | 48 ( 1.0)     |
|   | -----(- - -) | -----(- - -) | 274 ( 1.1)c | 274 ( 1.1)c | 277 ( 0.8)c | 280 ( 1.0) | 280 ( 1.1) | 280 ( 0.8) L  |
| 1 or 2 days   | -----(- - -) | -----(- - -) | 33 ( 0.7)c  | 33 ( 0.8)c  | 33 ( 1.1)c  | 34 ( 0.7)c | 34 ( 0.7)c | 37 ( 0.8)     |
|   | -----(- - -) | -----(- - -) | 272 ( 1.6)c | 273 ( 1.0)c | 276 ( 1.0)c | 277 ( 1.2) | 276 ( 1.0) | 279 ( 1.0) L  |
| 3 or more days  | -----(- - -) | -----(- - -) | 19 ( 0.8)c  | 18 ( 0.8)c  | 18 ( 0.8)c  | 18 ( 0.8)c | 19 ( 0.6)c | 15 ( 0.7)     |
|   | -----(- - -) | -----(- - -) | 266 ( 1.5)c | 264 ( 1.2)c | 268 ( 1.7)  | 269 ( 2.0) | 267 ( 1.4) | 270 ( 1.4) L  |
| <b>Ever Studied Math Through Computer Instruction</b>     |              |              |             |             |             |            |            |               |
| Yes   | 14 ( 0.9)c   | 24 ( 2.3)c   | 39 ( 2.5)c  | 45 ( 1.8)c  | 53 ( 2.4)   | 50 ( 1.8)  | 54 ( 1.8)  | 50 ( 1.7)     |
|   | 267 ( 3.2)c  | 276 ( 2.6)   | 273 ( 2.5)  | 273 ( 1.9)  | 275 ( 1.7)  | 276 ( 1.8) | 277 ( 1.7) | 277 ( 1.9) L  |
| No  | 76 ( 1.2)c   | 70 ( 2.4)c   | 60 ( 2.4)c  | 53 ( 1.9)c  | 45 ( 2.2)   | 47 ( 1.9)  | 43 ( 1.8)  | 47 ( 1.7)     |
|   | 267 ( 1.6)c  | 269 ( 2.0)c  | 267 ( 2.5)c | 270 ( 1.2)c | 271 ( 1.2)  | 275 ( 1.7) | 273 ( 1.6) | 275 ( 2.0) L  |
| <b>Studied Math Through Comp. Instruction x Quartiles</b> |              |              |             |             |             |            |            |               |
| Yes - upper quartile                                      | 16 ( 2.2)c   | 28 ( 3.1)c   | 46 ( 3.1)c  | 51 ( 2.4)   | 60 ( 3.8)   | 53 ( 3.0)  | 58 ( 2.9)  | 55 ( 3.4)     |
|   | 304 ( 3.7)c  | 310 ( 3.2)   | 309 ( 1.8)c | 310 ( 1.4)c | 311 ( 1.6)  | 313 ( 1.3) | 313 ( 1.6) | 314 ( 1.4) L  |
| No - upper quartile                                       | 77 ( 2.5)c   | 66 ( 3.3)c   | 54 ( 3.0)c  | 49 ( 2.4)   | 39 ( 3.9)   | 46 ( 3.3)  | 40 ( 3.1)  | 43 ( 3.4)     |
|   | 304 ( 2.0)c  | 306 ( 1.6)c  | 306 ( 1.5)c | 307 ( 1.3)c | 308 ( 1.3)c | 314 ( 1.6) | 310 ( 1.1) | 314 ( 1.6) L  |
| Yes - lower quartile                                      | 14 ( 1.5)c   | 20 ( 3.2)c   | 36 ( 4.1)c  | 45 ( 3.2)   | 49 ( 2.8)   | 47 ( 2.9)  | 51 ( 3.1)  | 49 ( 2.6)     |
|   | 218 ( 5.8)c  | 232 ( 2.4)   | 231 ( 2.7)  | 233 ( 1.6)  | 234 ( 2.3)  | 235 ( 2.1) | 236 ( 1.5) | 236 ( 2.3) L  |
| No - lower quartile                                       | 75 ( 1.9)c   | 72 ( 3.7)c   | 62 ( 4.2)c  | 54 ( 3.1)   | 47 ( 2.4)   | 48 ( 2.8)  | 46 ( 3.2)  | 48 ( 2.5)     |
|   | 223 ( 2.5)c  | 234 ( 2.1)   | 232 ( 1.3)c | 234 ( 1.6)  | 236 ( 1.5)  | 236 ( 1.6) | 235 ( 1.3) | 238 ( 1.4) Lq |
| <b>Have Access to Computer in School for Learning</b>     |              |              |             |             |             |            |            |               |
| Yes   | 12 ( 1.8)c   | 23 ( 2.9)c   | 47 ( 3.0)   | 44 ( 2.2)c  | 49 ( 2.5)   | 48 ( 2.0)  | 56 ( 1.8)  | 53 ( 2.5)     |
|   | 262 ( 4.1)c  | 276 ( 4.1)   | 272 ( 2.7)  | 273 ( 1.7)  | 274 ( 1.5)  | 276 ( 1.6) | 276 ( 1.5) | 277 ( 1.9) L  |
| No  | 63 ( 1.8)c   | 53 ( 2.7)c   | 36 ( 2.5)c  | 34 ( 1.9)c  | 29 ( 2.0)   | 28 ( 1.7)  | 20 ( 1.6)c | 26 ( 2.2)     |
|   | 269 ( 1.8)c  | 270 ( 2.2)c  | 269 ( 1.8)c | 273 ( 1.6)  | 272 ( 1.8)  | 276 ( 2.2) | 274 ( 3.2) | 277 ( 2.0) L  |

c This value is significantly different from the value for 1999 at about the 95 percent certainty level.

L/q indicates a significant positive (L) or negative (q) linear trend; Q/q indicates a positive (Q) or negative (q) quadratic trend; NA means trends were not tested because there were fewer than five trend points with sufficient sample size to estimate the statistics and their standard errors.

(\*\*\*\*\*) Standard error estimates cannot be accurately determined.

\*\*\*\*\*(\*) Sample size is insufficient to permit a reliable estimate.

-----(--) Data are unavailable for this assessment year.

|   | 1978                      | 1982                      | 1986                      | 1990                      | 1992                      | 1994                     | 1996                     | 1999                       |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|----------------------------|
| <b>Access Computer in School for Learning x Quartiles</b> |                           |                           |                           |                           |                           |                          |                          |                            |
| Yes - upper quartile                                      | 11 ( 3.1)c<br>**** (****) | 27 ( 5.4)c<br>312 ( 3.3)  | 54 ( 4.3)c<br>309 ( 1.5)c | 47 ( 2.8)c<br>309 ( 1.9)c | 53 ( 4.1)c<br>311 ( 1.5)  | 49 ( 2.7)c<br>313 ( 1.4) | 59 ( 3.3)c<br>312 ( 1.6) | 54 ( 4.2)c<br>315 ( 1.7) L |
| No - upper quartile                                       | 69 ( 3.2)c<br>303 ( 2.4)c | 53 ( 4.0)c<br>306 ( 1.9)c | 33 ( 3.7)c<br>306 ( 1.9)c | 33 ( 2.9)c<br>308 ( 1.3)c | 29 ( 3.3)c<br>309 ( 2.1)  | 29 ( 2.1)c<br>315 ( 2.0) | 18 ( 2.6)c<br>312 ( 2.6) | 27 ( 3.3)c<br>314 ( 1.7) L |
| Yes - lower quartile                                      | 16 ( 2.2)c<br>219 ( 7.1)c | 20 ( 3.2)c<br>233 ( 2.3)  | 43 ( 3.1)c<br>231 ( 2.5)  | 42 ( 2.8)c<br>232 ( 1.5)  | 49 ( 3.2)c<br>235 ( 1.8)  | 47 ( 2.8)c<br>235 ( 1.7) | 53 ( 3.0)c<br>235 ( 1.2) | 49 ( 3.1)c<br>237 ( 2.3) L |
| No - lower quartile                                       | 50 ( 2.9)c<br>222 ( 2.9)c | 52 ( 3.9)c<br>233 ( 2.1)  | 35 ( 3.2)c<br>233 ( 1.6)  | 29 ( 2.4)c<br>233 ( 2.8)  | 28 ( 2.7)c<br>235 ( 2.6)  | 26 ( 2.6)c<br>232 ( 2.9) | 21 ( 3.1)c<br>236 ( 2.7) | 24 ( 2.4)c<br>237 ( 2.1) L |
| <b>Ever Use a Computer to Solve Math Problems</b>         |                           |                           |                           |                           |                           |                          |                          |                            |
| Yes   | 56 ( 1.4)c<br>268 ( 1.8)c | 66 ( 1.7)c<br>272 ( 1.8)  | 64 ( 2.3)c<br>273 ( 2.0)  | 69 ( 1.6)c<br>273 ( 1.3)  | 71 ( 1.4)c<br>273 ( 1.3)  | 69 ( 1.3)c<br>276 ( 1.7) | 74 ( 1.2)c<br>276 ( 1.4) | 71 ( 1.4)c<br>277 ( 1.7) L |
| No  | 42 ( 1.3)c<br>264 ( 2.0)c | 32 ( 1.6)c<br>268 ( 2.9)  | 35 ( 2.3)c<br>264 ( 2.8)c | 31 ( 1.6)c<br>269 ( 1.8)  | 28 ( 1.5)c<br>271 ( 1.8)  | 29 ( 1.3)c<br>275 ( 1.8) | 25 ( 1.2)c<br>272 ( 1.9) | 28 ( 1.3)c<br>274 ( 2.1) L |
| <b>Use a Computer to Solve Math Problems x Quartiles</b>  |                           |                           |                           |                           |                           |                          |                          |                            |
| Yes - upper quartile                                      | 63 ( 2.9)c<br>303 ( 1.9)c | 70 ( 3.1)c<br>307 ( 1.7)c | 75 ( 2.2)c<br>309 ( 1.3)c | 72 ( 2.0)c<br>309 ( 1.1)c | 75 ( 2.5)c<br>310 ( 1.3)c | 72 ( 1.8)c<br>313 ( 1.5) | 77 ( 2.0)c<br>312 ( 1.2) | 74 ( 2.7)c<br>315 ( 1.4) L |
| No - upper quartile                                       | 36 ( 2.7)c<br>303 ( 3.8)c | 28 ( 3.3)c<br>308 ( 2.5)  | 25 ( 2.2)c<br>305 ( 1.9)c | 27 ( 2.0)c<br>306 ( 1.5)c | 24 ( 2.4)c<br>310 ( 2.1)  | 28 ( 1.8)c<br>314 ( 2.4) | 21 ( 1.8)c<br>312 ( 2.6) | 25 ( 2.5)c<br>312 ( 1.7) L |
| Yes - lower quartile                                      | 51 ( 3.0)c<br>223 ( 2.8)c | 61 ( 3.0)c<br>232 ( 2.1)  | 59 ( 4.3)c<br>232 ( 1.7)c | 67 ( 3.5)c<br>234 ( 1.2)  | 70 ( 2.4)c<br>235 ( 1.9)  | 67 ( 2.4)c<br>235 ( 1.2) | 70 ( 2.2)c<br>235 ( 1.5) | 71 ( 2.4)c<br>237 ( 1.6) L |
| No - lower quartile                                       | 46 ( 2.7)c<br>221 ( 3.5)c | 38 ( 2.8)c<br>234 ( 2.3)  | 40 ( 4.5)c<br>232 ( 1.8)  | 32 ( 3.6)c<br>233 ( 2.0)  | 28 ( 2.4)c<br>234 ( 1.8)  | 30 ( 2.3)c<br>236 ( 2.6) | 28 ( 2.1)c<br>236 ( 1.7) | 28 ( 2.3)c<br>237 ( 2.7) L |
| <b>I am Good at Math</b>                                  |                           |                           |                           |                           |                           |                          |                          |                            |
| Und/str disagr/disagr                                     | 35 ( 1.3)c<br>258 ( 1.9)c | 29 ( 1.7)c<br>262 ( 1.8)  | 29 ( 1.3)c<br>261 ( 1.8)  | 29 ( 1.0)c<br>263 ( 1.7)  | 29 ( 1.1)c<br>265 ( 1.5)  | 31 ( 1.4)c<br>264 ( 2.0) | 29 ( 1.6)c<br>267 ( 2.4) | 29 ( 1.2)c<br>265 ( 2.1) L |
| Strongly agree/agree                                      | 65 ( 1.3)c<br>270 ( 2.0)c | 71 ( 1.7)c<br>274 ( 2.3)c | 71 ( 1.3)c<br>273 ( 1.0)c | 71 ( 1.0)c<br>274 ( 1.6)c | 71 ( 1.1)c<br>277 ( 1.8)  | 69 ( 1.4)c<br>278 ( 1.5) | 71 ( 1.6)c<br>279 ( 1.7) | 71 ( 1.2)c<br>281 ( 1.4) L |

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 NA means trends were not tested because there were fewer than five trend points with sufficient sample size to estimate the statistics  
 and their standard errors.

(\*\*\*\*) Standard error estimates cannot be accurately determined.

\*\*\*\*(\*\*\*\*) Sample size is insufficient to permit a reliable estimate.

|                                       | 1978                      | 1982                      | 1986                      | 1990                      | 1992                     | 1994                      | 1996                    | 1999                      |
|---------------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|--------------------------|---------------------------|-------------------------|---------------------------|
| <b>Math Helps Logical Thinking</b>    |                           |                           |                           |                           |                          |                           |                         |                           |
| Und/str disagr/disagr                 | 26 ( 1.1)<br>261 ( 2.4)c  | 25 ( 1.7)<br>265 ( 2.5)c  | 33 ( 1.1)c<br>266 ( 1.4)c | 34 ( 1.3)c<br>267 ( 1.4)c | 31 ( 1.2)<br>269 ( 2.0)  | 29 ( 1.3)<br>268 ( 2.1)   | 29 ( 1.1)<br>271 ( 2.1) | 27 ( 1.1)<br>272 ( 1.8) L |
| Strongly agree/agree                  | 74 ( 1.1)<br>268 ( 1.9)c  | 75 ( 1.7)<br>273 ( 2.1)   | 67 ( 1.1)c<br>272 ( 1.1)c | 66 ( 1.3)c<br>273 ( 1.6)c | 69 ( 1.2)<br>276 ( 1.7)  | 71 ( 1.3)<br>276 ( 1.6)   | 71 ( 1.1)<br>277 ( 1.9) | 73 ( 1.1)<br>278 ( 1.5) L |
| <b>Taking Math Because I Have To</b>  |                           |                           |                           |                           |                          |                           |                         |                           |
| Und/str disagr/disagr                 | 71 ( 1.4)<br>270 ( 1.9)c  | 74 ( 0.9)c<br>273 ( 2.0)  | 72 ( 1.2)<br>273 ( 1.1)c  | 72 ( 1.0)<br>274 ( 1.4)c  | 76 ( 1.1)c<br>276 ( 1.8) | 76 ( 1.2)c<br>277 ( 1.6)  | 72 ( 1.1)<br>278 ( 1.7) | 71 ( 1.3)<br>278 ( 1.4) L |
| Strongly agree/agree                  | 29 ( 1.4)<br>256 ( 2.4)c  | 26 ( 0.9)c<br>264 ( 2.6)c | 28 ( 1.2)<br>261 ( 1.6)c  | 28 ( 1.0)<br>263 ( 1.8)c  | 24 ( 1.1)c<br>266 ( 2.5) | 24 ( 1.2)c<br>264 ( 1.8)c | 28 ( 1.1)<br>270 ( 2.1) | 29 ( 1.3)<br>272 ( 2.3) L |
| <b>Seldom New Discoveries in Math</b> |                           |                           |                           |                           |                          |                           |                         |                           |
| Und/str disagr/disagr                 | 64 ( 1.5)<br>272 ( 1.5)c  | 69 ( 1.5)<br>275 ( 1.9)   | 62 ( 1.2)c<br>274 ( 1.2)  | 66 ( 1.1)<br>272 ( 1.4)c  | 66 ( 1.2)<br>276 ( 1.8)  | 67 ( 1.4)<br>277 ( 1.7)   | 66 ( 1.4)<br>277 ( 1.9) | 66 ( 1.2)<br>278 ( 1.8) L |
| Strongly agree/agree                  | 36 ( 1.5)<br>255 ( 2.2)c  | 31 ( 1.5)<br>261 ( 2.5)c  | 38 ( 1.2)c<br>264 ( 1.3)c | 34 ( 1.1)<br>268 ( 2.0)c  | 34 ( 1.2)<br>269 ( 2.0)  | 33 ( 1.4)<br>268 ( 2.0)c  | 34 ( 1.4)<br>273 ( 1.8) | 34 ( 1.2)<br>274 ( 1.6) L |
| <b>Math More for Boys Than Girls</b>  |                           |                           |                           |                           |                          |                           |                         |                           |
| Und/str disagr/disagr                 | 97 ( 0.3)c<br>266 ( 1.7)c | 97 ( 0.5)<br>271 ( 1.9)c  | 94 ( 0.7)<br>271 ( 1.1)c  | 95 ( 0.5)<br>271 ( 1.3)c  | 97 ( 0.4)<br>274 ( 1.5)  | 96 ( 0.5)<br>274 ( 1.5)   | 96 ( 0.5)<br>276 ( 1.6) | 95 ( 0.7)<br>276 ( 1.5) L |
| Strongly agree/agree                  | 3 ( 0.3)c<br>247 ( 6.1)c  | 3 ( 0.5)<br>261 ( 4.8)    | 6 ( 0.7)<br>258 ( 5.8)    | 5 ( 0.5)<br>260 ( 3.2)    | 3 ( 0.4)<br>266 ( 6.7)   | 4 ( 0.5)<br>264 ( 4.8)    | 4 ( 0.5)<br>270 ( 5.9)  | 5 ( 0.7)<br>272 ( 4.6) L  |
| <b>Like to Take More Math</b>         |                           |                           |                           |                           |                          |                           |                         |                           |
| Und/str disagr/disagr                 | 50 ( 1.5)c<br>268 ( 1.4)c | 53 ( 1.7)<br>269 ( 1.8)c  | 57 ( 1.8)<br>268 ( 1.3)c  | 57 ( 1.3)<br>269 ( 1.4)c  | 56 ( 1.6)<br>272 ( 1.4)  | 58 ( 1.3)<br>272 ( 1.7)   | 61 ( 1.3)<br>275 ( 1.6) | 57 ( 1.4)<br>275 ( 1.7) L |
| Strongly agree/agree                  | 50 ( 1.5)c<br>263 ( 2.6)c | 47 ( 1.7)<br>273 ( 2.6)   | 43 ( 1.8)<br>273 ( 1.5)c  | 43 ( 1.3)<br>273 ( 1.6)c  | 44 ( 1.6)<br>275 ( 2.3)  | 42 ( 1.3)<br>276 ( 1.9)   | 39 ( 1.3)<br>276 ( 2.3) | 43 ( 1.4)<br>278 ( 1.8) L |

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L/l indicates a significant positive (L) or negative (l) linear trend; Q/q indicates a positive (Q) or negative (q) quadratic trend;  
 NA means trends were not tested because there were fewer than five trend points with sufficient sample size to estimate the statistics  
 and their standard errors.

(\*\*\*\*) Standard error estimates cannot be accurately determined.

\*\*\*\*\* (\*\*\*\*) Sample size is insufficient to permit a reliable estimate.

|   | 1978                      | 1982                      | 1986                     | 1990                      | 1992                     | 1994                    | 1996                     | 1999                      |
|---|---------------------------|---------------------------|--------------------------|---------------------------|--------------------------|-------------------------|--------------------------|---------------------------|
| <b>I Am Willing to Work Hard in Math</b>                |                           |                           |                          |                           |                          |                         |                          |                           |
| Und/str disagr/disagr                                   | 10 ( 1.0)<br>255 ( 4.7)c  | 8 ( 0.6)<br>260 ( 3.6)    | 10 ( 1.2)<br>261 ( 3.7)  | 10 ( 0.9)<br>267 ( 4.1)   | 9 ( 0.7)<br>262 ( 2.5)   | 10 ( 0.7)<br>264 ( 3.2) | 9 ( 0.9)<br>267 ( 2.6)   | 9 ( 0.8)<br>268 ( 3.0) L  |
| Strongly agree/agree                                    | 90 ( 1.0)<br>264 ( 1.8)c  | 92 ( 0.6)<br>270 ( 1.6)c  | 90 ( 1.2)<br>269 ( 1.2)c | 90 ( 0.9)<br>270 ( 2.0)c  | 91 ( 0.7)<br>275 ( 1.2)  | 90 ( 0.7)<br>276 ( 1.4) | 91 ( 0.9)<br>274 ( 1.3)  | 91 ( 0.8)<br>277 ( 1.0) L |
| <b>Learning Math is Memorizing</b>                      |                           |                           |                          |                           |                          |                         |                          |                           |
| Und/str disagr/disagr                                   | 52 ( 1.2)c<br>269 ( 2.2)c | 53 ( 1.7)<br>274 ( 1.5)c  | 53 ( 1.3)<br>272 ( 1.5)c | 54 ( 1.3)<br>274 ( 2.0)c  | 54 ( 1.6)<br>278 ( 1.1)  | 57 ( 1.4)<br>280 ( 1.8) | 55 ( 1.7)<br>277 ( 1.4)  | 56 ( 1.2)<br>279 ( 1.2) L |
| Strongly agree/agree                                    | 48 ( 1.2)c<br>258 ( 2.1)c | 47 ( 1.7)<br>264 ( 2.0)c  | 47 ( 1.3)<br>265 ( 1.3)c | 46 ( 1.3)<br>265 ( 2.5)c  | 46 ( 1.6)<br>268 ( 1.4)  | 43 ( 1.4)<br>269 ( 1.7) | 45 ( 1.7)<br>269 ( 1.3)  | 44 ( 1.2)<br>272 ( 1.3) L |
| <b>Math is Useful in Solving Everyday Problems</b>      |                           |                           |                          |                           |                          |                         |                          |                           |
| Und/str disagr/disagr                                   | 21 ( 1.1)<br>253 ( 3.3)c  | 23 ( 1.3)<br>262 ( 2.5)c  | 23 ( 1.3)<br>263 ( 3.8)  | 21 ( 1.1)<br>260 ( 2.7)c  | 19 ( 0.7)<br>265 ( 2.1)c | 20 ( 1.3)<br>269 ( 2.2) | 20 ( 1.2)<br>268 ( 1.8)  | 20 ( 1.2)<br>271 ( 1.9) L |
| Strongly agree/agree                                    | 79 ( 1.1)<br>267 ( 1.7)c  | 77 ( 1.3)<br>271 ( 1.6)c  | 77 ( 1.3)<br>270 ( 1.1)c | 79 ( 1.1)<br>272 ( 2.0)c  | 81 ( 0.7)<br>276 ( 1.2)  | 80 ( 1.3)<br>277 ( 1.4) | 80 ( 1.2)<br>275 ( 1.4)  | 80 ( 1.2)<br>277 ( 1.1) L |
| <b>I Enjoy Math</b>                                     |                           |                           |                          |                           |                          |                         |                          |                           |
| Und/str disagr/disagr                                   | 31 ( 1.6)c<br>264 ( 2.6)c | 32 ( 1.4)c<br>267 ( 1.7)c | 37 ( 2.1)<br>269 ( 1.8)  | 40 ( 1.4)<br>267 ( 2.0)c  | 39 ( 1.4)<br>270 ( 1.3)  | 38 ( 1.8)<br>271 ( 1.7) | 40 ( 1.4)<br>270 ( 1.3)  | 41 ( 1.8)<br>272 ( 1.4) L |
| Strongly agree/agree                                    | 69 ( 1.6)c<br>264 ( 2.0)c | 68 ( 1.4)c<br>270 ( 1.7)c | 63 ( 2.1)<br>268 ( 1.1)c | 60 ( 1.4)<br>271 ( 2.3)c  | 61 ( 1.4)<br>276 ( 1.4)  | 62 ( 1.8)<br>278 ( 1.5) | 60 ( 1.4)<br>275 ( 1.6)  | 59 ( 1.8)<br>279 ( 1.2) L |
| <b>Always a Rule to Follow in Solving Math Problems</b> |                           |                           |                          |                           |                          |                         |                          |                           |
| Und/str disagr/disagr                                   | 11 ( 1.0)c<br>262 ( 4.0)c | 9 ( 0.8)c<br>268 ( 3.8)   | 11 ( 1.3)<br>271 ( 3.0)  | 12 ( 0.9)c<br>271 ( 3.5)  | 11 ( 0.9)c<br>274 ( 2.2) | 13 ( 0.9)<br>281 ( 3.1) | 12 ( 0.9)c<br>273 ( 2.7) | 14 ( 0.9)<br>277 ( 2.4) L |
| Strongly agree/agree                                    | 89 ( 1.0)c<br>264 ( 1.7)c | 91 ( 0.8)c<br>269 ( 1.5)c | 89 ( 1.3)<br>268 ( 1.3)c | 88 ( 0.9)c<br>269 ( 2.0)c | 89 ( 0.9)c<br>274 ( 1.2) | 87 ( 0.9)<br>275 ( 1.3) | 88 ( 0.9)c<br>273 ( 1.3) | 86 ( 0.9)<br>276 ( 1.2) L |

c This value is significantly different from the value for 1999 at about the 95 percent certainty level.

L/1 indicates a significant positive (L) or negative (1) linear trend; Q/q indicates a positive (Q) or negative (q) quadratic trend;  
 NA means trends were not tested because there were fewer than five trend points with sufficient sample size to estimate the statistics  
 and their standard errors.

(\*\*\*\*\*) Standard error estimates cannot be accurately determined.

\*\*\*\*\* (\*\*\*\*\*) Sample size is insufficient to permit a reliable estimate.

|                                  | 1978                     | 1982                    | 1986                     | 1990                    | 1992                    | 1994                    | 1996                   | 1999                      |
|----------------------------------|--------------------------|-------------------------|--------------------------|-------------------------|-------------------------|-------------------------|------------------------|---------------------------|
| <b>Between-Group Differences</b> |                          |                         |                          |                         |                         |                         |                        |                           |
| White - Black                    | 67 ( 2.3)c<br>42 ( 2.1)c | 65 ( 2.7)c<br>34 ( 1.9) | 62 ( 1.4)c<br>24 ( 2.6)c | 58 ( 0.7)<br>27 ( 2.6)  | 58 ( 0.6)c<br>29 ( 2.1) | 58 ( 0.6)<br>29 ( 3.7)  | 56 ( 0.8)<br>29 ( 1.6) | 56 ( 0.8)<br>32 ( 2.7) lQ |
| White - Hispanic                 | 74 ( 2.0)c<br>34 ( 2.1)c | 74 ( 2.4)c<br>22 ( 1.9) | 70 ( 1.5)c<br>19 ( 3.2)  | 66 ( 0.8)c<br>22 ( 2.1) | 67 ( 0.8)c<br>20 ( 2.0) | 65 ( 0.6)c<br>25 ( 2.1) | 62 ( 0.9)<br>25 ( 1.9) | 62 ( 0.8)<br>24 ( 1.9) Q  |
| Male - Female                    | 0 (****)<br>-1 ( 1.7)    | 0 (****)<br>1 ( 1.7)    | 0 (****)<br>2 ( 1.9)     | 0 (****)<br>2 ( 1.5)    | 0 (****)<br>2 ( 1.5)    | -2 (****)<br>3 ( 1.6)   | -3 (****)<br>4 ( 1.4)  | 0 (****)<br>3 ( 1.4) NA   |

c This value is significantly different from the value for 1999 at about the 95 percent certainty level.

L/l indicates a significant positive (L) or negative (l) linear trend; Q/q indicates a positive (Q) or negative (q) quadratic trend;  
 NA means trends were not tested because there were fewer than five trend points with sufficient sample size to estimate the statistics  
 and their standard errors.

(\*\*\*\*) Standard error estimates cannot be accurately determined.

\*\*\*\*\*(\*\*\*\*) Sample size is insufficient to permit a reliable estimate.